

**THE EFFECT OF USING DIRECTED
READING-THINKING ACTIVITY ON THE
STUDENTS' READING COMPREHENSION VIEWED
FROM THE STUDENTS' MOTIVATION**



**Submitted to the Department of Language Studies,
Graduate School of Muhammadiyah University of Surakarta
in Partial Fulfilment of the Requirement for
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APPROVAL

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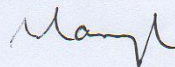
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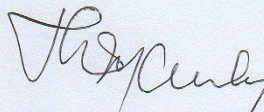
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THE EFFECT OF USING DIRECTED READING-THINKING ACTIVITY ON THE STUDENTS' READING COMPREHENSION VIEWED FROM THE STUDENTS' MOTIVATION

ABSTRACT

The research objectives are (1) to find out whether the students taught by using Directed Reading-Thinking Activity (DR-TA) get higher score than the students taught by using Conventional Teaching Method on reading skill, (2) to find out whether DR-TA improves the students' motivation in reading skill and, (3) to find out whether there is any correlation between the reading skill and students' motivation. This study is quasi-experimental research. The subjects of this research were 45 students, consisting of control group (8C) and experiment group (8K). The collecting data techniques were test and questionnaire. The data were analyzed by using T-Test and Pearson Product Moment. The results show that (1) there is significant difference between score of 8K and 8C in reading comprehension test where $t_{\text{account}} (4.784) > t_{\text{table}} (2.00)$ and sig. (2-tailed) $(0.000) < 0.05$ with df 41. Thus, the students taught by DR-TA got higher score than students taught by conventional teaching method (2) DR-TA can improve students' motivation in reading skill where $t_{\text{account}} (3.283) > t_{\text{table}} (2.776)$ with df 4 for low motivation, $t_{\text{account}} (2.683) > t_{\text{table}} (2.262)$ with df 9 for high motivation. (3) There is a moderate correlation between motivation and reading skill which is indicated by $r (y_1y_2) = 0.544$ and sig. (2-tailed) $(0.013) < 0.05$. The overall can be concluded that DR-TA is able to improve the students' reading comprehension and motivation.

Keywords: *Directed Reading-Thinking Activity, Reading, Motivation*

ABSTRAK

Penelitian ini bertujuan: (1) untuk mengetahui apakah nilai siswa yang belajar keterampilan membaca dengan *Directed Reading-Thinking Activity (DR-TA)* lebih tinggi daripada dengan *Conventional Teaching Method*, (2) untuk mengetahui apakah dengan menggunakan *DR-TA* dapat meningkatkan motivasi siswa dalam keterampilan membaca dan, (3) untuk mengetahui apakah ada hubungan antara motivasi dengan kemampuan membaca. Penelitian ini berjenis kuasi-eksperimen. Subyek penelitian berjumlah 45 siswa yang terdiri dari kelompok kontrol (kelas 8C) dan kelompok eksperimen (kelas 8K). Teknik pengumpulan data dengan menggunakan tes dan kuesioner. Data dianalisa dengan menggunakan uji beda (*T-Test*) dan uji hubungan (*Pearson Product Moment*). Hasil dari penelitian ini menunjukkan bahwa (1) terdapat perbedaan nilai yang signifikan antara kelompok kontrol dan kelompok eksperimen dimana sig (2-tailed) $(0.000) < 0.05$, $t_{\text{hitung}} (4.784) > t_{\text{tabel}} (2.00)$ and sig. (2-tailed) $(0.000) < 0.05$ dengan derajat kebebasan 41. Jadi, siswa yang diajar dengan menggunakan *DR-TA* nilainya lebih tinggi daripada siswa yang diajar dengan *Conventional Teaching Method*, (2) *DR-TA* dapat meningkatkan motivasi siswa dalam keterampilan membaca dimana $t_{\text{hitung}} (3.283) > t_{\text{tabel}} (2.776)$ dengan dk 4 untuk motivasi yang rendah, $t_{\text{hitung}} (2.683) > t_{\text{tabel}} (2.262)$ dengan dk 9 untuk motivasi yang tinggi. (3) terdapat hubungan yang sedang antara motivasi dengan keterampilan membaca dimana $r (y_1y_2) = 0.544$ dan p-nilai sig. (2-tailed) $(0.013) < 0.05$. Secara keseluruhan dapat disimpulkan bahwa pembelajaran dengan menggunakan *DR-TA* dapat meningkatkan kemampuan membaca dan motivasi siswa.

Kata Kunci: *Directed Reading-Thinking Activity, Membaca, Motivasi*

1. INTRODUCTION

Reading is one of the English skills which is important to be mastered by the students. Richards and Renandya (2002: 273) state that reading has special position in the second or foreign language teaching situations. Reading is important to learn because of the goals of reading itself such as for getting information, getting pleasure, study purposes, getting job, etc.

Many factors that made the students' reading comprehension was low. First, they did not master many vocabularies and grammatical knowledge to comprehend the texts. Second, they also tended to translate every single word instead of using reading strategies such as guessing the meaning from the context of the texts. Third, the students did not have motivation to practice reading since they just did exercise of understanding text by translating the text and then discussing it. Fifth, the students were not confident and afraid of asking about what they have not understood. Sixth, the media that were used in learning reading were a course book and *Lembar Kerja Siswa* (Student Work Sheet). Last, the use of conventional teaching method that made the learners bored and paid less attention.

According to those problems, the researcher attempts to propose one of the strategies in teaching reading i.e. Directed Reading-Thinking Activity (DR-TA). It is the teaching of reading strategies developed by Russel Stauffer. Stauffer (1969) states that through DR-TA, the learners can think, act consciously, use their experience and knowledge, evaluate the facts and conclude based on the facts, and make decision.

Based on the research background above, the problems of the research are (1) whether there are different scores between the students taught by using Directed Reading-Thinking Activity and the students taught using the conventional teaching method, (2) to find out whether Directed Reading-Thinking Activity improves the students' motivation of 8 grade in reading English, (3) to find out whether there is any correlation between reading skill and students' motivation.

This study has several previous studies that support this study. Al Odwan (2012) examined "The Effect of the Directed Reading Thinking Activity Through using Cooperative Learning on English Secondary Stage Learners' Reading Comprehension in Jordan". The result showed that there was a statistically significant difference at ($\alpha = 0.05$) in reading comprehension between the experimental and control group. Riley (2006) investigated "The Effect of Directed Reading Thinking Activity on Low Reading Achievement of the First Grade Learners". The result of study showed that there was the possibility of correcting most of the mistakes made by the students when they used the directed reading-thinking activity. Stahl (2008) examined "The Effects of DR-TA along with the Other Two Instructional Methods of Comprehension, Picture Walks (PW) and Know-Want-Learn (KWL)". The results of the study were DR-TA and PW showed statistically significant effects on reading growth. Yazdani, M Mehdi (2015) examined The Effect of Directed Reading Thinking Activity (DRTA) and Guided Reading (GR) on Reading Comprehension. There were two results of this study. Firstly, the learning strategies could improve reading comprehension skill. Second, both strategies could improve the learners' reading comprehension skill however Directed Reading Thinking Activity had a more significant positive effect than Guided Reading.

El-Koumy (2006) examined "The Effects of the Directed Reading-Thinking Activity on Egyptian First-Year Secondary Stage EFL Learners' Referential and Inferential Reading Comprehension". The findings showed that there were no significant differences in referential or inferential reading comprehension between the two groups on the pre-test. However, the findings showed that there were statistically significant differences in both referential and inferential reading comprehension on the post-test in the experimental group. Ambe (2007) examined "A Study for Jamie (pseudonym), A Sixth Grader in a Mississippi Public School. Jamie proved it by his way to becoming member of the literacy club. So, the students can improve the reading comprehension and motivation. Almanza (1997) investigated the effectiveness of cooperative learning and the directed reading thinking activity during reading stories. The result of this study showed that most of the students got higher score in the cooperative reading groups than the directed reading thinking activity.

Richards and Schmidt (2002) as well as Johnson (2008) state that reading comprehension means the readers read a reading text to understand its content. Brown (2004) explains that when the readers are reading, they use their set of knowledge to comprehend the reading text. Moreover, Spratt, Pulverness, and Williams (2005) state that comprehending a text involves understanding the language of the text such as word level, sentence level, and

whole-text level. In comprehending the text, the readers understand the words then sentences to know the content of the whole text.

Heilman (1981) states that the literal comprehension emphasizes on understanding the ideas and information explicitly stated in the reading passage, knowing the word meaning, paraphrasing the text by using own words, and understanding the grammatical cues. The interpretive comprehension emphasizes on understanding the ideas and information implicitly stated in the reading passage, the author's purpose, and summarization of story content. Related with reading comprehension indicators in the descriptive text, the indicators included in the interpretive comprehension are the students are expected to identify main idea of the text, reference, and the author's purpose of the text. Teaching reading comprehension means the teacher shares the information through some activities such as modelling, instructing, and providing assistance in order to change learners' ability and attitude regarding to reading at the end of the teaching process. Harmer (2001) proposes some principles in teaching reading, such as (1) Reading is not a passive skill, (2) Students need to be engaged with what they are reading, (3) Students should be encouraged to respond to the content of a reading text, not just to the language, (4) Prediction is a major factor in reading, (5) Match the task to the topic.

Brown (2004) proposes a number of possible tasks that can help the teachers conduct informal and formal assessment of the students' reading ability. They are: (1) Impromptu Reading Plus Comprehension Questions (2) Short-Answer Tasks, (3) Ordering Tasks and (4) Multiple-Choice.

Directed Reading-Thinking Activity (DR-TA) is the teaching of reading strategies develop by Rusell Stauffer. Stauffer (1969) creates DR-TA that is used for thinking critically. This activity is developed based on the assumption that the learners can think, act consciously, investigate, use their experience and knowledge, evaluate the facts and conclude based on the facts, and make decision.

Helm (2005) proposes some benefits of Directed Reading-Thinking Activity. Directed Reading-Thinking Activity helps the readers to: (1) concentrate better to find out the supporting details by using chunk text, (2) improve reading comprehensio, (3) make sense of the text (fiction or non-fiction), and (4) provide risk free environment. Barrera, Liu, Thurlow, and Chamberlain (2006) propose two benefits of DR-TA. DR-TA helps the students to: (1) determine the purpose of reading and (2) maintain their interest.

Stauffer (1969) explains that DR-TA has three steps of activity, namely predicting, reading and proving that involves the interaction between the learners and teachers towards the whole text. The explanation of three steps of DR-TA as following: (1) Before Reading : Predicting. The teachers prepare the learners to read and help them to think about what they will read before starting learning. The role of the teacher is to enable the learners by asking about their predictions. (2) During Reading: Reading. The learners are asked to read the text in their heart to verify the accuracy of their predictions. Some of their predictions will be rejected and some of them will be accepted after the further reading. (3) After Reading: Proving. The learners read the text again in order to be able to verify their predictions. The learners verify the accuracy of their prediction by finding the statements of text and read it orally in the classroom. The teachers' roles are as guidance, filter, and deepening the reading or thinking process.

Brown (2001) defines motivation as an inner drive, impulse emotion or desire that moves one to a particular action. A human being universally has needs that more or less innate. Harmer (1991) explains motivation is as the "internal drive" that pushes someone to do something. In addition, Brown (2001) states that motivation is an important component in the learning process in order to achieve something. Learning makes the people obtain the new knowledge and skills while motivation encourage the people to go through the learning process.

Furthermore, there are two main categories of motivation as the following: (1) Extrinsic motivation. Harmer (1991) states that extrinsic motivation is concerned with factors outside classroom. (2) Intrinsic motivation. According to Burden and Byrd (1999), intrinsic

motivation is a response to needs that exists within the learners such as curiosity, the need to know, and the feeling of competence and growth.

According to Harmer (1991), one of the factors that mainly affects the learners' motivation is teaching method. The method of teaching refers to the way that the teachers teach have to affect the learners' motivation. Harmer (1991) said, "If the learners loses confidence in the method, they will become demotivated." It means that if learners consider the method by which they are taught boring, they will probably become demotivated, nevertheless, if they have confidence in the method they will find it motivating.

Motivation is one of the main points of second foreign language (L2) learning achievement. Naiman et al in Ur (1996), The characteristics of motivated students are: the students have willingness to engage in meaningful task and self confidence (Positive Task Orientation), ego-involvement, need for achievement, high interest (high aspiration), goal-orientation, perseverance, and tolerance of ambiguity.

2. RESEARCH METHOD

This study used a Quasi-Experimental research design. The steps of this study were trying-out instruments, pre-test, treatment, and post-test. The population was 99 students of 8 grade students of MTs Muhammadiyah Trucuk in the Academic Years 2017/2018. The sample of this study was 45 students, consisting of 8C as a control group and 8K as an experimental group. The instruments of this study were test and questionnaire. The research data were counted by using ANOVA i.e. to know the homogeneity of the data (Ghozali, 2005), Pearson Correlation i.e. to know the validity and correlation of the data) (Sugiyono, 2014), Kolmogorov-Smirnov i.e to know the normality of the data (Ghozali, 2002), Alfa-Cronbach (to know the reliability of the data) (Sugiyono, 2003), and T-Test i.e. to know the significant difference of data (Sugiyono, 2014).

3. RESULT AND DISCUSSION

This part presents data description and data analysis and discussion of the result of research.

3.1. Data Description and Data Analysis

The data of research are presented in the form of table, histogram, and description. They are analyzed by using guided analysis in this research method.

3.1.1 Different Scores of Students Taught by Direct Reading-Thinking Activity and Conventional Teaching Method

3.1.1.1 Data Description

The calculation is $Z_{(kolmogorov-smirnov)} (0.145) < Z_{table} (0.294)$ for pre-test and for post-test $Z_{(kolmogorov-smirnov)} (0.155) < Z_{table} (0.294)$ with $\alpha = 0.05$. P (sig. 2-tailed) was $(0.793) \geq 0.05$ for post-test and P (sig.2-tailed) was $(0.720) > 0.05$. The data were also homogen because P (sig.) $(0.122) > 0.05$. $F_{account}$ was $(2.502) < F_{table} (4.100)$.

Tabel 3.1. The Scores of Reading Test of 8B and 8C

		Statistics			
		Reading Score 8C Pre-Test	Reading Score 8C Post-Test	Reading Score 8K Pre-Test	Speaking Score 8K Post-Test
N	Valid	23	23	20	20
	Missing	0	0	0	0
Mean		17.34	23.13	25.85	26.85
Median		17.00	23.00	26	26.5
Mode		16.00	22.00	25	24
Std. Dev		2.723	1.937	2.134	3.099
Minimum		13.00	20.00	22	22
Maximum		23.00	27.00	29	36
Sum		399.00	532.00	517	537

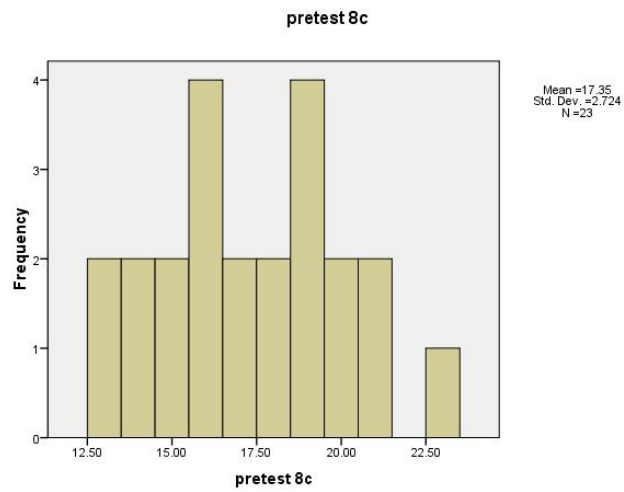


Figure 3.1. The Histogram of Reading Scores of 8C Pre-Test

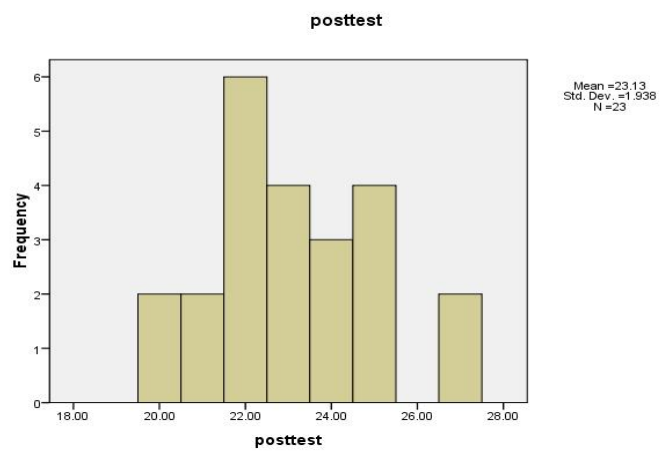


Figure 3.2. The Histogram of Reading Scores of 8C Post-Test

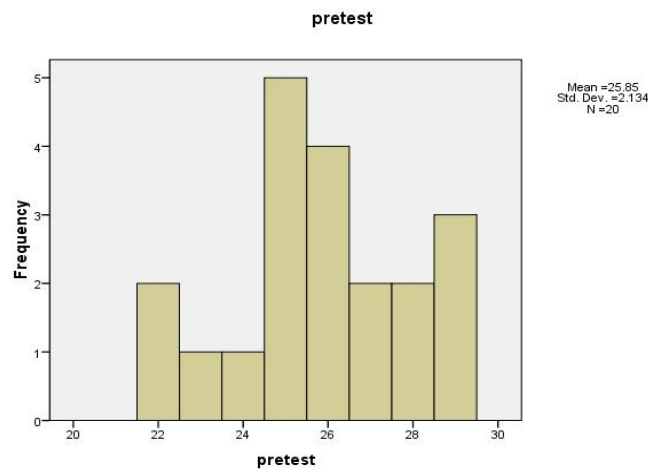


Figure 3.3. The Histogram of Reading Scores of 8K Pre-Test

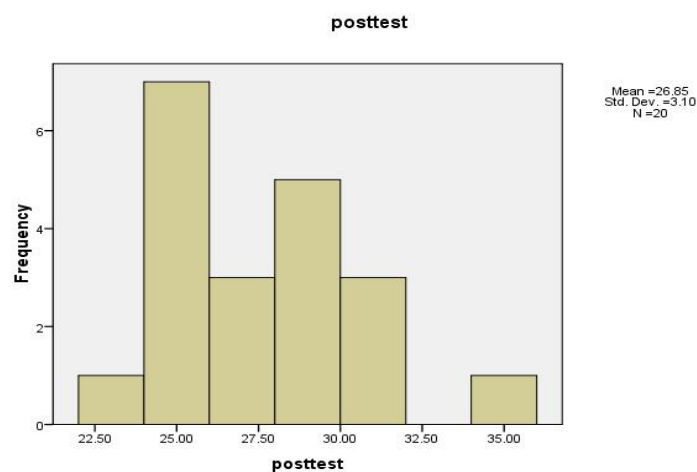


Figure 3.4. The Histogram of Reading Scores of 8K Post-Test

3.1.1.2 Data Analysis

The result of t-test shows that there is significant difference between 8C and 8K for pre-test result. The sig.2-tailed was $(0.000) < 0.05$. The data have $t_{\text{account}} (11.267) > t_{\text{table}} (2.000)$. Those means that the data are significant difference between treatment class (8K) and control class (8C).

Based on the calculation of t-test, $t_{\text{account}} (2.102) > t_{\text{table}} (2.093)$ with confidence level 0.95. The sig.2-tailed was $(0.490) < 0.05$. Those mean that there is significant difference with confident level 0.95.

The calculation of significant level, there is significant different because the sig. 2-tailed $(0.000) < 0.05$. The t_{account} is $(4.784) > t_{\text{table}} (2.00)$ with degree of freedom 41. It can be concluded that there is significant difference between post-test result of 8C and 8K.

3.1.2 Directed Reading Thinking Activity Improves Students' Motivation of 8 Grade Students of MTs Muhammadiyah Trucuk, Klaten in the Academic Years 2017/2018

3.1.2.1 Data Description

The data of pre-test is normal because $Z_{(kolmogorov\ smirnov)} (0.194) < Z_{table} (0.409)$. The post-test data is normal with $Z_{(kolmogorov\ smirnov)} (0.201) < Z_{table} (0.563)$. The data of pre-test and post-test are also homogen because $F_{account} (2.274) < F_{table} (4.670)$ and the P (sig,-2 tailed) $(0.156) > 0.05$.

The data of pre-test and post-test are homogen because $F_{account} (0.596) < F_{table} (4.280)$. The data are normal because $Z_{(kolmogorov\ smirnov)} (0.291) < Z_{table} (0.409)$ for pre-test and $Z_{(kolmogorov\ smirnov)} (0.192) < Z_{table} (0.338)$.

Tabel 3.2 The Result of Pre-Test and Post-Test Students' Motivation

		Statistics			
N	Valid	Pre-High	Pre-Low	Post-High	Post-Low
	Missing	5	5	0	10
Mean		31.50	23.50	33.40	26.60
Median		31.00	22.50	33.00	27.00
Mode		30.00	22.00	31.00	28.00
Std. Deviation		2.17	2.95	2.23	1.67
Minimum		30.00	20.00	31.00	24.00
Maximum		37.00	29.00	38.00	28.00
Sum		315	235	501	133

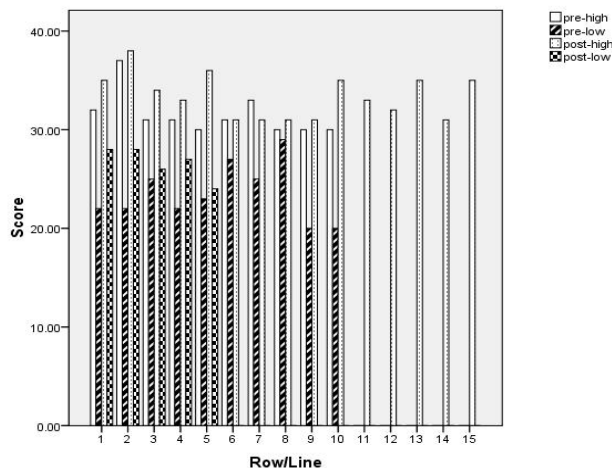


Figure 3.5 The Result of Students' Low and High Motivation for Pre-Test and Post-Test

3.1.2.2 Data Analysis

The significantly different can be seen from the result of t-test. The result of t-test is $t_{account} (3.283) > t_{table} (2.776)$ with degree of freedom 4 for low motivation students. The result for high motivation students is $t_{account} (2.683) > t_{table} (2.262)$ with degree of freedom 9. It can be concluded that there is significant

difference between students having low motivation and students have high motivation.

3.1.3. The Correlation between Reading Skill and Students' Motivation of 8 Grade Students of MTs Muhammadiyah Trucuk, Klaten in the Academic Years 2017/2018

3.1.3.1. Data Description

The data of reading scores and motivation were homogen because sig. (2-tailed) (0.476) > 0.05. The data of reading scores were also normal because $Z_{(kolmogorov\ smirnov)} (0.174) < Z_{table} (0.294)$. The motivation data are also normal because $Z_{(kolmogorov\ smirnov)} (0.155) < Z_{table} (0.294)$.

Table 3.3. The Result of Motivation and Reading

Statistics			
N	Valid	Reading	Motivation
	Missing	0	0
Mean		26.85	31.7
Median		26.50	31.5
Mode		24.00	31
Std. Deviation		3.09	3.65
Minimum		22.00	24.00
Maximum		35.00	38.00
Sum		537	634

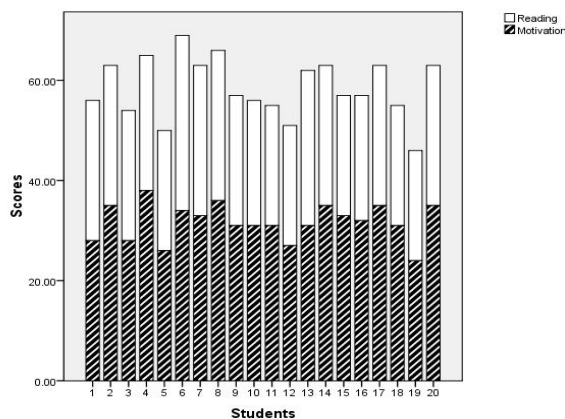


Figure 3.6 The Histogram of Reading Score and Students' Motivation

3.1.3.2 Data Analysis

The results show that sig. (2-tailed) (0.013) < 0.05 means there is correlation between reading and motivation. The correlation is significant at the level of (0.544). The Pearson Correlation shows that 0.544 which means moderate correlation based on level of significant by Sugiyono (2007: 257). Those can be concluded that between reading and motivation has significant correlation.

3.2 Discussion

1. The Different Scores of Students Taught by Using Directed Reading Thinking Activity (DRTA) and Students of Taught by Using Conventional Teaching Method

Reading is one of the language skills that must be mastered by the students. Through reading, the students can obtain the information, the knowledge, and the new experiences. To make the students comprehend the reading skill, the teachers have to apply the appropriate method of teaching. One of the methods of teaching is Directed Reading-Thinking Activity. Stauffer (1969) states that Directed Reading-Thinking Activity is an explicit teaching method that emphasizes on the purpose of reading. The students can think, act consciously, investigate, use their experience and knowledge, evaluate the facts and conclude based on the facts, and make decision.

The students of control class were taught by using conventional method. The teacher usually asked every student to read orally then asked her/him to translate the sentences. The teacher emphasized on the schematic structures and linguistic structure. Such an activity made the students not interested in participating in the class. Then, the teacher gave them some minutes to do exercise and discuss the students' answers. The teacher did not give the chance to the students to analyze the text by using the appropriate method. By using Directed Reading-Thinking Activity for treatment class, the students can comprehend the texts by activating their background knowledge related to the texts, provide them with the reading purposes, makes them employ reading strategies, and monitors their comprehension.

Based on the calculation of t-test, the result shows that $t_{\text{account}} (4.784) > t_{\text{table}} (2.00)$ and $\text{sig (2-tailed)} (0.000) < 0.05$ with degree of freedom 41 (see appendix 6 page 295). The mean of pretest is 25.85 for 8K and 17.34 for 8C. The mean of post test of 8K is 26.85 and 8C is 23.13. It means that there is improvement score of 8K as treatment group for reading comprehension. As stated in the theory of Tierney, Readencem and Dishner in Helm (2005), DR-TA can equip the readers with the abilities to determine purposes for reading, extract, comprehend, and assimilate information, examine reading material based on the purposes for reading, suspend judgements, and make decision based on the information of the reading text. It can be drawn conclusion that teaching reading skill at 8 grade students by using Directed Reading Thinking activity is more effective than conventional method.

Based on the findings above, it is indicated that the students are taught by using Directed Reading-Thinking Activity get higher score than the students are taught by Conventional Method. The result of this study has the same study results with the previous study, the first is Chaemsai and Rattanavich (2016). Their findings were there was a significance difference in English reading comprehension between the experimental and control group at .01 level. The students who were taught by using DR-TA method had higher average score than the students who were not taught by using DR-TA.

The second study conducted by Al Odwan (2012). The experimental group was taught by using DR-TA while the control group was taught by using traditional strategy. The result of this study showed that there was a statistically significant difference at ($\alpha = 0.05$), $F (1.41) = 5.179$, $p = 0.028$ in reading comprehension between both of the groups. The students who were taught by DR-TA got higher scores with average scores 14.381 while the students who were not taught by DR-TA got lower scores with average score 13.230. These findings are same with the present study because in the present study, there is also a significant difference before and after giving treatment. The mean scores

of students in the experimental group is higher than the control group after giving treatment.

The third previous study conducted by Stahl (2008). This study used three teaching methods, namely Directed Reading-Thinking Activity (DR-TA), Picture Walks (PW) and Know-Want-Learn (KWL). The result of this study showed that there was statistically significant effects on reading comprehension. 68% of the students also said that DR-TA and PW helped them to read more fluently and remember more text information. It means that, DR-TA was able to improve the students' reading comprehension. These findings are similar with the present study because in the present study, there is also a significant difference before and after giving treatment. DR-TA is also able to make the students get the higher score. It means that, DR-TA can improve the students' reading comprehension. The difference from the previous study and the present study is the previous study used DR-TA, Picture Walks (PW) and Know-Want-Learn (KWL) but the present study only uses Directed Reading-Thinking Activity.

The fourth previous study is Yazdani (2015). The mean score for DRTA group showed that significantly different from control group ($p = .001$, $p < \alpha$) in which p value is less than .05. Directed Reading Thinking Activity had a more significant positive effect than Guided Reading. These findings are similar with the present study because in the present study, there is also a significant difference before and after giving treatment. DR-TA can also improve the students' reading comprehension. The differences between the previous study and this study are the previous study used two teaching method, namely Directed Reading-Thinking Activity and Guided Reading. Meanwhile, this study uses Directed Reading - Thinking Activity and conventional teaching method.

The fifth previous study is Almanza (1997). The result of this study showed that most of the students got higher score in the cooperative reading groups than the directed reading thinking activity. It means that the result of this study is different from the present study. The present study showed that the students who were taught by DR-TA got higher score than the conventional teaching. The previous study showed that the students who were taught by DR-TA got lower score than the cooperative learning group. Generally, it can be concluded that Directed Reading-Thinking Activity can improve the students' reading comprehension.

2. The Directed Reading Thinking Activity Improves Students' Motivation

Students' motivation is a very important factor that influence and directs students' behavior. There were 10 low motivation students in pre-test and 5 students for post-test. There were 10 students high motivation students in pre-test and 15 students for post-test. Based on the calculation of t -test, the result is $t_{\text{account}} (3.283) > t_{\text{table}} (2.776)$ with degree of freedom 4 for low motivation students. $t_{\text{account}} (2.683) > t_{\text{table}} (2.262)$ with degree of freedom 9 for high motivation (see appendix 6 page 292). It can be concluded that there is a significant difference between low motivation and high motivation students.

According to Harmer (1991), one of the factors that mainly affects the students' motivation is teaching method. It means that if students consider the method by which they are taught boring, they will probably become demotivated, nevertheless, if they have confidence in the method they will find it motivating. The students who have succeeded in past tasks will be more willing to engage with the next one, more confident in their chances of succeeding, and more likely to persevere with their efforts. It is important to emphasize that success in this context is not necessarily the same as getting the answers right. Stauffer in Barrera et al. (2006) states that text that is taught by using DR-TA should be based on instructional level then the text is divided into chunks of varying lengths to maintain readers' interest. Based on the explanation above, it can be

concluded that Directed Reading-Thinking Activity can improve the students' motivation.

The first study conducted by Riley (2006). The result of the study showed that while the students were taught by DR-TA, there was a possibility of correcting most of errors. Also, the DR-TA can promote the thinking among low achievers. So, by being able to correct the students' errors and promote the thinking, DR-TA means improve the students' motivation.

The second study was conducted by Ambe (2007). She examined "A Study for Jamie (pseudonym), A Sixth Grader in a Mississippi Public School. Jamie proved it by his way to becoming member of the literacy club. So, the students can improve the reading comprehension and motivation. Generally, it can be concluded that the Directed Reading - Thinking Activity can improve the students' motivation.

3. The Correlation between Reading Skill and Students' Motivation

Students' motivation influences to students' reading comprehension. According to Harmer (2001), the teachers should encourage the students to respond to the content of the reading text and the language use. If the students engage with the reading text, they will get more benefit from reading. In other words, the teacher should motivate the students to improve their reading comprehension.

Based on the calculation of pearson product moment, the results show that sig. (2-tailed) $(0.013) < 0.05$. It means that there is correlation between reading and motivation with significant at the level of (0.544) (see appendix 6 page 273). It is categorized as moderate correlation based on level of significant by Sugiyono (2007: 257). So, it can be drawn conclusion that there is a significant correlation between reading and motivation.

The first study conducted by Ningrum and Matondang (2017). They found that there was any significant correlation between the students' motivation and their achievement in reading comprehension. The correlation is 0.78. It means that it has high correlation. The result of of the previous study has same finding about the correlation between reading and motivation. The present study found that there was significant positive correlation between both of them. High motivation is one of factors that make the students' achievement get maximal scores.

Ahmed (2016) found that the technique that is able to motivate the students could improve the students' intrinsic motivation to read. The motivation and attitudes affect the students' reading comprehension skill. So, there was positive correlation between students' reading comprehension and the students' motivation. The result of of the previous study has same finding about the correlation between reading and motivation. The present study found that there was significant positive correlation between both of them.

The third previous study conducted by Ahmadi (2016). This study is different from the present study. It is review paper while the present study is a research. However, there is a similar focus i.e. the impact of reading motivation on reading comprehension. The result of the previous study showed that reading motivation had a considerably positive effect on reading comprehension activities. So, it has same finding with the present study. Generally, it can be known that there is correlation between reading and motivation in this present study.

4. CONCLUSION

The result of study shows that the application of Directed Reading - Thinking Activity is able to improve the students' reading skill. The improvement of reading skill can be seen from the result of test. The mean of pre-test for treatment class (8K) was 25.85 and the mean

of post-test was 26.85. The improvement was 1.00. The mean of pre-test for control group (8C) is 17.00 and the mean of post test is 23.13. The improvement was 6.13. The result of t-test shows that there is significant difference between 8C and 8K for pre-test result. The sig.2-tailed was $(0.000) < 0.05$. The data have $t_{\text{account}} (11.267) > t_{\text{table}} (2.000)$. Those means that the data are significant difference between treatment class (8K) and control class (8C). So, it can be concluded that Directed Reading - Thinking Activity influences reading skill of 8K.

The result of t-test is $t_{\text{account}} (3.283) > t_{\text{table}} (2.776)$ with degree of freedom 4 for low motivation students. The result for high motivation students is $t_{\text{account}} (2.683) > t_{\text{table}} (2.262)$ with degree of freedom 9. It can be concluded that there is significant difference between students having low motivation and students have high motivation.

The results show that sig. (2-tailed) $(0.013) < 0.05$ means there is correlation between reading and motivation. The correlation is significant at the level of (0.544) . The Pearson Correlation shows that 0.544 which means moderate correlation based on level of significant by Sugiyono (2007: 257). Those can be concluded that between reading and motivation has significant correlation. Generally, it can be concluded that DR-TA is suggested to be used in teaching reading skill. The teachers have to facilitate the students with the most suitable and feasible strategy of reading because it influences the students' achievement. Reading skill has relation with the students' motivation, so the motivation must be improved.

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